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The National Association for Gifted Children was founded in 1954 to aid schools, parents, and communities in planning for the gifted that new programs may be wisely initiated; old ones evaluated and revised; and broad support obtained that programs adequately functioning will continue to flourish.

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GIVE THE "DEVIL" HIS DUES . . .

E. Paul Torrence

RESEARCH has shown repeatedly that people tend to learn and develop along whatever lines they find rewarding. I had long been aware of the unfortunate consequences which occur in some schools where almost all of the rewards go to the talented athlete—or to the scholar, or to the lady's man. James Coleman's *Adolescent Society* (1961) has recently documented this observation.

It took the tragedy written into the imaginative stories of elementary school children to awaken me to the dangers of rewarding any one kind of talent, rather than rewarding a variety of talents. There was the story of the monkey that could fly but couldn't climb a tree. He was laughed at, ridiculed, and badgered because he couldn't climb, but no one gave him credit for his ability to fly. Great relief came to him when he was frightened out of his ability to fly—"people didn't call him names anymore." There was the tragic story of another flying monkey. He and his family were all ridiculed too, even though this flying monkey obtained all of the good bananas for the other monkeys. In desperation, he finally learned to hide his wings and refused to use them, except to get the best bananas for the other monkeys. For spite, he refused to do even this, at times. Then there was the little lion, Ollie, who was regarded by his father as a complete failure because he could not roar; he could only purr. He could do many clever tricks, but he could never be the success that his loud-roaring brother, Leo, Jr. was.

The tragedy of rewarding only certain talents rather than a variety of equally valuable or more valuable ones has struck me with even greater force as I have received letters from hundreds of parents of creative children, high school students, and creative adults. There was the case of a boy who at four or five asked such mature and penetrating questions and gave such brilliant answers that he was frequently taken by strangers to be in the third or fourth grade. Now, at thirteen he is suspected of being mentally retarded. Some of the trouble started his first year in school when he wanted to change the drawings his teacher gave him to color or to add things like hats, boots, and the like to the teacher's drawings. A nursery schooler is in trouble now because he insisted on coloring his horse with stripes like the "Z-horse" he had seen at a zoo. All of the others had painted theirs brown, like a horse ought to be. There was the high school senior who wrote that during her first two years of high school she expressed her ideas, was contradicted, ridiculed, humiliated, and given poor grades. In her junior year, she decided to keep her mouth shut, stop thinking independently, and agree with the majority. Her junior and senior grades have been excellent but she is afraid that her grade-point average is still not high enough for admission to a good college. Thus, she feels that she has cheated herself and that she has been cheated.

WHAT TO DO ABOUT LITTLE BOYS

While the rewarding of a variety of talents might be useful in solving a number of different educational problems, I believe it is clearly involved in the per-

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renial problem, "what shall we do about the boys?" One educator (Maxwell, 1960) recently advocated that boys be kept out of school a year or two longer than girls. He supported his recommendation by the citation of evidence that girls are the superior of boys in practically every area of development until they are well in their teens, specifically mentioning handwriting, verbal expression, vocabulary, muscular control, reading, and written composition.

In spite of this gloomy picture for boys, my associates and I find that boys in the early school years are superior to girls in their development in some important ways. These differences are in the ability to think independently, constructively, creatively.

From first through third grade, boys become increasingly superior to girls in almost all of the creative thinking abilities for which we have devised measures. (These abilities include: ideational fluency, flexibility, originality, inventiveness, constructiveness, ability to ask questions, and ability to formulate hypotheses about consequences. Scores are based on a variety of tasks, both verbal and nonverbal.) By the fourth grade, however, boys begin losing their battle against conformity to behavioral norms and show a sharp measured decrement in most of these abilities.

These differences in favor of boys emerge even when stimuli inappropriate to the sex role of boys are used. For example, in one experiment three toys were used: a nurse's kit, a fire truck, and a dog. At the first grade level, girls produced more ideas than boys for improving the nurse's kit so that it would be "more fun to play with." Some of the boys stubbornly refused to think up any ideas for improving the nurse's kit, while others first changed it to a doctor's kit and then suggested improvements. Boys produced more ideas than girls for improving the fire truck and there was scant difference between boys and girls on the dog task. By the third grade, however, boys were clearly superior to girls on this task, both in the quantity and quality (flexibility, constructiveness, originality, etc.) of their ideas for improving all of the toys, including the nurse's kit.

One clue to the superiority of boys over girls on tasks of this kind is the greater manipulativeness of boys. It was found that the degree of manipulation exhibited during the test is related to the number and quality of the ideas produced. This tendency to manipulate, to explore, to experiment, appears also to be involved in invention and scientific discovery.

The superiority of boys over girls was also shown in a group task involving experimentation with science toys. Each group, composed of five members (two boys and three girls or vice versa), was confronted with the task of discovering in the first thirty minutes how many things these toys could be made to do and then in a second thirty-minute period to demonstrate and explain their discoveries. At almost every grade level from second through sixth boys demonstrated and explained more principles than girls. At the fifth grade level, girls initiated as many ideas as boys but explained significantly fewer principles than the boys.

At the same time that boys are becoming increasingly more inventive and curious between the first and third grades, peer pressures against boys with clever and original ideas are increasing. Girls appear to learn earlier than boys how to gain peer acceptance of their ideas and to avoid being labeled as having "silly" or "crazy" ideas. For example, highly crea-

tive boys received about four times as many peer nominations as girls on such criteria as: "Who in your class has the most silly or wild ideas? Who in your class has the most ideas for being naughty?" Highly creative boys also tend to have a reputation among their teachers for having "a lot of wild ideas" but highly creative girls do not gain such a reputation. This opinion may stem from the fact that highly creative boys exhibit more uniqueness, inventiveness, and originality in their drawings and other productions than do highly creative girls. Highly creative boys compared with highly creative girls also tend to be less accessible psychologically and to have more internal tension.

From the evidence accumulated in the Minnesota Studies of Creative Thinking in the Early School Years it seems that much in our present educational system tends to alienate boys, especially the highly creative ones, from their peers and teachers. Educators might do well to consider giving parallel treatment to the development of the thinking abilities (both creative and evaluative) along with the development of the memory and conformity to behavioral norms. This would involve, among other things, rewarding creative thinking. If boys in the early school years were rewarded for some of the things in which they appear to excel, they might possibly be more willing to master some of the language and other conforming skills about which there is concern. Why not give the "devil" his due?

Is it necessary to retard the mental development of boys by keeping them out of school a year or more longer until they can be coerced into greater conformity? Why not reward the creative thinking of both boys and girls and thereby encourage the healthy development of all of their mental abilities?

REWARDING CREATIVE THINKING

The problem of rewarding thinking is indeed a difficult one. I would like to suggest the following six principles which I believe that both parents and teachers can learn to apply.

Be Respectful of Unusual Questions

The first principle is: "Be respectful of unusual questions." Nothing is more rewarding to a child who asks questions than to find the answer to his questions. Questions reflect a "mind hunger" and this hunger must be satisfied lest the mind be starved. Although the need should be met immediately, there is much that we can do to enrich the period between the question and the answer. This means that we need to teach them the skills of inquiry. Children need to learn how to sustain a question, to play with it, toss it back and forth, refine it, and accept the questioning mood without the need for ready-made answers from the teacher or parent.

The parent or teacher who sets out to be respectful of the questions children ask must be prepared for some shocks. Children will ask many questions which they cannot answer. This should be accepted as normal and desirable. Teachers and parents should not feel threatened and should find enjoyment in a mutual searching for solutions to the questions children raise. They should not be afraid to let children guess, but to let them guess and learn to test their guesses. This, however, calls for a second principle.

Be Respectful of the Unusual Ideas of Children

This second principle is: "Be respectful of the unusual ideas of children." Chil-

dren who are stimulated by the creative approach will see many relationships and significances that their teachers miss. They will express ideas which their teachers will not be able to evaluate. Thus, it is extremely difficult for the teacher properly to reward such thinking and it is our more creatively talented youngsters who suffer most such unrewarded effort.

A workshop group recently criticized this principle, suggesting that it should be changed to read: "Stimulate unusual or original ideas." I would reiterate, however, that we should not stimulate such thinking unless we can be respectful of it. Certainly we shall not continue to elicit such thinking, if we do not respect it.

Show Children That Their Ideas Have Value

The third principle is: "Show children that their ideas have value." The trouble is that many teachers and other adults do not feel that children are capable of thinking of ideas that have value. Such individuals obviously will not be able to reward creative thinking in children. I would only suggest that such individuals be on the alert for a while to recognize new ideas among children. Children can be shown that their ideas have value, if we communicate them to proper groups or individuals, if we display them, if we give credit for them, and the like. There is also the matter of intrinsic rewards. We had said much about the role of reward and punishment in learning, but little about the lure of discovery and the role of curiousity and interest. This is the area where rewards have been neglected.

Provide Opportunities For Self-Initiated Learning and Give Credit For It

An old principle of learning is: "Excite and direct the self-activities of the learner, and tell him nothing that he can learn for himself." One mark of the highly creative individual is his self-starting ability. The strong curiosity of the child and his exploratory tendencies suggest that all or almost all children have this self-starting ability. The problem of parents and teachers is to keep it alive. It is hindered, however, by overly detailed supervision. It is quite possible that too much reliance is placed upon prescribed curricula and that we need to make more effort to appraise and credit growth resulting from the student's own initiative.

Provide for Periods of Non-Evaluated Practice or Learning

We do not have to evaluate everything. There needs to be periods when the individual can learn without threats of being evaluated. External evaluation is always a threat and creates a need for defensiveness. This makes some portion of the individual's experiencing or sensing denied to awareness. Thus, there is lacking the openness which is so necessary in the production of new ideas. We have conducted experiments to try to validate this principle. We find consistent validation for it in the first, second, and third grades. In a one-hour laboratory-type task, however, we did not obtain the expected results in the fourth, fifth and sixth grades. It may be that by the time a child reaches the fourth grade, he is so conditioned to being evaluated and is so dependent upon external evaluation that he is not released by being told that the initial learning and exploratory phase is "off the records." I believe that it would have to be demonstrated to these older children that the practice really was "off the record," before they would respond to the non-evaluative condition.

(Continued on page 120)

A CONTROLLED EXPERIMENT IN ACCELERATION FROM THE SECOND TO THE FOURTH-GRADE

Richard Edward Ripple

Under the Supervision of Professor Herbert J. Klausmeier

THE PURPOSE of this controlled experiment was to ascertain the *effects of accelerating* from the second to the fourth-grade pupils of superior learning abilities who were above the median chronological age of all second-graders.

In March, 1960, 32 girls and 20 boys in the upper half of their grade and of superior learning abilities were identified from the entire second-grade population of the Racine, Wisconsin Schools. The 52 pupils were ordered in pairs, matched by sex, and then randomly assigned, one from each pair to the accelerated group, the other to the control group of non-accelerates. The accelerates attended a five-week summer session in 1960 and were enrolled in 16 different fourth-grade classrooms in September, 1960; pupils in the control group did not attend the summer session and were enrolled in 15 different third-grade classrooms in September, 1960.

Five additional groups were identified, each with 16 girls and 10 boys, for comparison with the accelerates. These were as follows: one group of third-graders of superior learning abilities below the median age of third-graders; two groups of fourth-graders of superior learning abilities, one above and the other below the median age of fourth-graders; two groups of fourth-graders of average abilities, one above and the other below the median age of fourth-graders.

Eight types of information-educational achievements, creative-thinking abilities, problem-solving ability, handwriting skills, psycho-motor abilities, attitudes toward school and learning, peer acceptance, and intellectual and affective characteristics—were secured on pupils in March, 1961.

The group of *accelerates achieved significantly higher than their older third-grade controls in arithmetic* computation, *problem-solving,* and *understanding of concepts* as measured by a standardized educational achievement battery. Also, accelerated girls achieved significantly higher in reading, spelling, and language than girls in the older third-grade control group; the two groups of girls were not significantly different in language study skills, social studies study skills, or word knowledge. Accelerated boys did not differ significantly from boys in the older third-grade control group in any of these areas.

In comparison with the other control groups the accelerates achieved as high or higher than younger third-graders of superior learning abilities and fourth-graders of average abilities; they did not differ significantly from younger fourth-graders of superior learning abilities; however, older fourth-graders of superior learning abilities achieved significantly higher.

The accelerates did not differ significantly from pupils in the six comparison groups in creative-thinking abilities, handwriting skills, psycho-motor abilities, or attitudes toward school and learning. In problem-solving the accelerates did not differ significantly from their older third-grade controls or from younger third- and fourth-graders of superior learning abilities. The accelerates were significantly higher than fourth-graders of average abilities; however, they were significantly

DR. RIPPLE was on the staff of the University of Wisconsin, during the time of this study. He is now at Cornell University, Ithaca, N. Y.

lower than older fourth-graders of superior learning abilities.

In teacher ratings of intellectual and affective characteristics the accelerates did not differ from third or fourth-graders of superior learning abilities; however, they were rated significantly higher than fourth-graders of average abilities. Accelerated girls did not differ significantly from girls in the six comparison groups in peer acceptance. Accelerated boys received less acceptance from their peers than did older third and fourth-graders of superior learning abilities; however, they did not differ significantly from boys in the other four groups.

In the opinion of the researcher the EXPERIMENT supports acceleration as an effective educational procedure for these children.

GIVE THE "DEVIL" HIS DUES . . .

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CONCLUSION

In conclusion, I would like to remind you of a statement made long ago by that famous teacher, Plato: "WHAT IS HONORED IN A COUNTRY WILL BE CULTIVATED THERE." Thus, if children are to be challenged to learn and think creatively, we must honor this kind of achievement. A healthy society and a humane kind of education, however, requires that we honor all of those kinds of talent which contribute to our welfare.

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2. Maxwell, J. "What to do about the Boys?" *NEA Journal,* March, 1960.
3. Torrence, E. P. *Guiding Creative Talent.* Englewood Cliffs, N. J.: Prentice-Hall, in press.

ANNOUNCEMENTS OF ACTIVITIES IN LOCAL NAGC CHAPTERS

Officers of affiliated chapters are cordially invited to use this column. If there is no local NAGC in your community, why not start one? There is recurring evidence from both schools and parents that understanding and planning for the gifted happily results in improved provisions for all children.

The Cincinnati Chapter of the NAGC has scheduled the following meetings:

How to Identify and Guide the Gifted Child

January 18, 1962, Thursday, 8:00 P.M.
2121 Sunnybrook Dr.

The Challenge of the Gifted

A film describing a Canadian school's program for the gifted.
February 14, 1962, Wednesday, 7:30 P.M.
The Cincinnati Public Library

The Mental Health of the Gifted Child

A joint meeting of the Cincinnati Chapter of NAGC, The Mental Health Federation of Ohio and The Northern Kentucky Mental Health Association
March 13, 1962, Tuesday, 10:00 A.M.
An all day meeting
Three Rivers Junior High School
(Newly opened building)

The Ninth Annual Meeting of the National Association for Gifted Children

April 25-28, Wednesday-Saturday
Hotel Sherman, Chicago, Ill.

An Exhibit of Art Work of Gifted Children

Contemporary Art Center, Cincinnati Art Museum
May, 1962

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A SPECIAL SCIENCE PROGRAM FOR GIFTED ELEMENTARY SCHOOL CHILDREN

Kenneth W. Wiszowaty

EDITORIAL NOTE: *This unique program employing the talents of a science teacher could effectively be worked out with similar anticipated success in almost any other subject matter area. In the final analysis, there is nothing to beat a one to one ratio of one superior teacher to one pupil relationship. In order to provide a more vivid picture of the setting in which this unusual science program takes place, Dr. Elkin was asked to supply a little more background information about the school. His response follows.*

The Rogers School has an enrollment of just over one thousand and 25% of this enrollment have I.Q.'s of 120 and above. Mr. Wiszowaty is a regularly assigned teacher, paid from Board of Education funds, but does not have a class of his own. He devotes full-time to conferences with pupils on special science projects, and these children are excused from their regular classes to report to his laboratory in our school building. They also come in before school and during recess and lunch periods for additional work on their projects.

AN OUTSTANDING characteristic of the gifted is their ability to work independently.[1] And it is a recognized weakness in our educational system that we often fail to make use of this ability. We spoon-feed knowledge instead of encouraging research. But the typical classroom teacher carries a full pupil load in practically all subjects and lacks specialized knowledge in the gifted pupil's particular field of interest. The regular classroom teacher cannot ordinarily be expected to counsel an individual pupil in pursuit of an independent project at an advanced level.

A partial solution to this dilemma is being attempted at the Philip Rogers Elementary School in Chicago, Illinois. There, a teacher has been relieved of all classes in order to devote full-time to the guidance of individual pupils who have voluntarily undertaken to work on special science projects in addition to all their regular classroom assignments. These pupils receive no marks and no "extra credit" for their participation. They join the program for the satisfaction it brings them, and are free to drop out at any time without prejudice.

In September, 1960 Dr. Benjamin Elkin, principal, gave me the opportunity to transfer to the Rogers School to work with this Special Science Program, which was then in its second semester.

Many times when I was a departmental science teacher, the thought of individual projects with the best minds occurred to me. It seemed an exciting process, and I began an idea file which was used on a small scale in my regular science classes. But six sections averaging 35 pupils to a section does not permit much time for individual attention and much less for the careful guidance demanded by individual projects.

OUTLINE OF THE PROGRAM

Mechanics of the program at Rogers is simple to outline. Pupils are eligible to participate from the fifth through eighth grades. Applicants are screened and selected for general academic ability, interest in science, and an I.Q. level indicating ability to reason abstractly. The general I.Q. range runs from 120 to 165 with a mean of 135. PUPILS WHO DEMONSTRATE UNUSUAL ABILITY IN SCIENCE ARE INCLUDED REGARDLESS OF I.Q. LEVEL. However, interest alone is not enough recommendation to admit a pupil. He must be able to compete on an academic basis, as in-

[1] New York State Education Department. "Curriculum Adaptations for the Gifted." Albany: The University of the State of New York, 1958. 17 p.

MR. WISZOWATY is a special science consultant teacher at Philip Rogers School, Chicago, Ill. Dr. Benjamin Elkin is principal.

tensive preparation is needed for most projects.

A very apt description distinguishing a club activity from an academic pursuit was provided during a panel discussion on the methods for teaching the gifted, at the 1959 N.E.A. Convention. It was stated that the discipline of Science includes: extensive reading, careful planning, budgeting of time, meeting of deadlines, and other difficult, time-consuming activities. Projects worthy of the academically talented should be of this caliber, for these are not just the casual pursuits of a hobby.[2]

The children work in small activity groups, with a maximum of five pupils and a minimum of three. Each group is alloted one consultation or planning period per week. This means that the bulk of research and whatever construction is needed is carried on extra-curricularly. However, there are five project-workshop periods per week. These forty-minute periods are not assigned to specific rooms or individuals, but are used by pupils from any section who are carrying on in-school experiments which require special attention and observation. These work-shop periods are also used when the pupil has a difficult problem in design and needs assistance. Any pupil may keep an on-going project in school and all facilities are open before class, during recess, and for half the lunch period.

Views on Enrichment

In the literature on the academically talented, we often find a dichotomy of views concerning enrichment. Simply stated, one school of thought maintains that enrichment occurs most readily when the gifted pupil is exposed to a variety of challenging ways to exploit the material on his grade level. As an example, the gifted pupil might be expected to cover the same area of study as the class but with material of a wider scope. Or he might possibly study the principles behind some mathematical operation instead of merely the mechanics. Because it stays at the grade level of the pupil, this is sometimes referred to as horizontal enrichment. On the other side of the fence, we have intensive investigation of a rather limited and well defined area, an area perhaps only the size of a single problem. This type of study is not cognizant of any grade level, and material may be selected from any area of interest and any level. The approach carried on in this manner is called vertical enrichment.

Role of the Instructor

The instructor finds himself in an unusual position. He will quickly note that he is less instructor and more counselor. The limited project-area, and the fact that each pupil carries on a different project, makes the emphasis shift from instruction to active guidance and direction. Attitude is very important in working with these talented pupils. A sure-to-fail method is for the instructor to establish himself as mentor and last word on all problems. Perhaps the person exists who could answer all the questions of these eager, young minds—perhaps not. Either way it is really immaterial because the truly damaging effect is to make these inquisitive minds partially or wholly dependent on the "fountainhead." This approach destroys the very thing which the program is trying to nurture—independent thought.

Work Forms

The Special Science Program at the Rogers School is predicated on the basis of individual research projects at any grade level. Three forms have been adopted to accommodate the various fields of science. These are the research paper, the

[2] Marean, John H., and others. "Methods for Teaching the Academically Talented Science Student." *Science for the Academically Talented Student,* page 34, N.E.A. Washington, D.C., 1959.

demonstration, and the experiment. The pupil has his choice as to which method he will employ on any project.

As the areas are defined, they are artificially divided into three methods. In reality, however, there is much overlapping.

The research paper may take the form of scientific inquiry in a specific area. It has the good feature of introducing the pupil to his material before any preparation is made for implementing a demonstration or an experiment. It is used, as an "ice-breaker" for the beginning pupil, and as an efficient tool for the pupil already in the "swim." However, in some instances, the research paper takes the form of a complete project. For example, one girl did a research project on "The Chalolithic Period in the Negev Desert".

The demonstration, most frequently used and abused of all methods, is used only for what it is: namely, to illustrate a known scientific principle, and not employ any sort of control of variables. In almost every instance, in books dealing with so-called science experiments, one finds that for the most part the "experiments" are really only demonstrations.

The experiment is a most precious tool to the scientist and as such is regarded with a most fanatic zeal by many people in the field. To cite an example, a well known woman educator, who spoke on the same program with me at the 1960 National Science Teachers Convention, devoted her entire speech time and part of the next speaker's as well, in differentiating between the demonstration and the experiment.

The experiment form includes the research paper which may also be a demonstration. Its main difference lies in the careful control of all factors and the employment of a control group which allows for comparisons. The control is all important, for without it one could not verify any findings on a conclusive basis. A comparison of two pupil projects from the Special Science Program will make the division between the demonstration and experiment clear.

Both of these projects concerned themselves with the regenerative powers of the planaria, a small, fresh-water flatworm. This group of worms has the ability to regenerate or grow new parts to replace missing or damaged parts of their bodies. One of the projects was concerned with *demonstrating* this unusual property. It sought to prove nothing, and therefore did not need a control group as there would be no conclusions drawn from a comparison.

The other project, concerned with the regenerative powers of the planaria, illustrates the difference between an experiment and a demonstration. This pupil was interested in proving that a relationship existed between different frequencies of light-waves and speed of regeneration. To perform this task he employed the scientific form of investigation and performed a controlled experiment. Physically he cut equal-size planaria in half and placed the halves under different wave-lengths of light. Care was taken to isolate group cultures with regard to the frequency of the wave-lengths while holding all other variables constant. For a control group he used a culture of halved worms in plain light, which has all the frequencies present. Then came careful observation, recording of data, and finally a synthesis of all facts into a conclusion.

As one can easily see, there is a conscious attempt at controlling all factors and testing for the single variable. To control the variable of individual differences in growth-rate, growth averages of whole cultures were taken. The results, although not entirely conclusive, did experimentally show a correlation between frequency of light and the regenerative powers of the planaria.

Extra-Curricular Activities Before School Science Conventions

Children love to perform, and in many

instances this is particularly true of the gifted child. To satisfy this demand and at the same time develop a tool for creating interest in the Special Science Program, a series of Science Conventions was established. They were an immediate success and more speakers applied than could possibly be handled. Participants in the Program were encouraged to bring guests to the Conventions. This served to stimulate a general interest in science among the student body. As a sidelight, it is interesting to note that these children of the Special Science Program who for the most part are all involved in extra-curricular service jobs, are willing to come an hour earlier to attend the Conventions.

The speakers are free to present a paper on their projects to an assembled group of their "scientist" peers. The presentation includes anything which makes the project understandable, and frequent use is made of the micro-projector, films, charts, and demonstrations.

An example of a typical Convention presentation was given by a seventh grade child whose project was based on marine ecology and the food chain. He had established a balanced food chain and over a period of months had built the chain from simple algae to small crustaceans. This culture then was self-sustaining. In his report he told how he threw the food chain out of balance by introducing an organism which could not be supported in this particular food cycle.

To make his study clear, he had prepared slides of each member of the food chain and used the micro-projector to demonstrate. His follow-up included charts, diagrams, and a diary of findings. The lecture period was followed by a question-answer session between the audience and speaker.

Another innovation of the Program is the reporting of projects in a newspaper edited and published by the pupils of the Special Science Program. *The Rogers School Science Reporter* has the function of publishing interesting and worthwhile science projects and notes about intended or in-progress projects. Competition for publication of projects in this paper has definitely upgraded much of the research carried on by the pupils in the program.

Competition

We were invited to compete in the Chicago/Area Teachers Science Fair in May of 1961. The Fair was held at the Chicago Natural History Museum. This would be the first major competition that any of the pupils had ever entered. Although we did have a boy who placed in the City Fair the previous semester, he was not available for competition.

Our allotment was four exhibits and again the list of applicants far exceeded the demand. The four exhibits were picked from approximately sixty on-going projects, mainly because they would be ready about the time of the fair. This competition is particularly demanding because any exhibit is welcome and many are winners from other competitions. There were 158 exhibits in divisions 6 through 12. We had two entries in the seventh division and two in the eighth. The nature of the projects was such that description would be interesting at this point.

The two seventh grade projects were in unrelated divisions. One was a demonstration of comparative anatomy by a girl who completely and neatly dissected, preserved and displayed the organs, muscular, and skeletal systems of a rat and a frog. The other seventh grade student was a boy who was concerned with photomicrography. He had made an 8 mm. film showing the life cycle, feeding habits, and regenerative powers of the hydra. Beside the interesting subject of the movie, this boy demonstrated the feasibility of motion-photomicrography for amateurs.

The eighth-grade division definitely had

stiffer competition. Here many fine projects were to be found. Our entries in this division included a demonstration of regeneration in planaria, and the effects of hormones on the growth of plants and animals.

The regeneration in planaria demonstration included cultures of surgical creations and explanations of the surgical techniques. The girls demonstrating this project were familiar with every phase of current research and they had created two-tailed, and multi-headed specimens of their own. Anxious to go further, they tested out the gradation theory of regeneration. Their results tallied almost perfectly with those of a famous researcher in this field.

The other eighth-grade entry was the only true experiment we had in the competition. The pupil showed the effects of growth producing hormones on plants and animals. The experiment was faithfully documented and employed control groups of plants and animals.

It was a tired but happy group of participants who left the Museum that afternoon taking with them four of the coveted Outstanding Research awards and two First Places.

From a program-wide viewpoint the competition had a stimulating effect. When the winners presented their projects to the Science Conventions there was a shift of interest during the question-answer period. Inquiries were being made about where material was obtained, the amount of preparation that went into the project, format of reasearch paper, and many other questions concerning technique rather than pure subject-matter.

Program Evaluation

The following notes on the findings of the program are of a subjective nature and are intended as observations rather than evaluations. To evaluate such a program is exceeding difficult even for experienced researchers, and no attempt will be made in this paper.

However, certain changes in attitude were definitely observed. The most important seemed to be an application of problem-solving techniques. The scientific pattern of stating the problem, forming hypotheses, experimentation, and conclusion was translated into question, gathering of facts, and conclusion. It was then applied to other subject-areas and everyday happenings. There was a visible "consider-the-source" attitude coupled with less tendency to jump to conclusions.

Another indication of maturing values was the overcoming of the super-sophistication of some of the pupils. We came to refer to this as the "discovery principle." Some of the pupils had the mistaken idea that basic principles were beneath their dignity and would rather be exposed to the exotic in science. Their desire reflected the modern attitude of sampling the fruit of life and allowing the tree to die. Although this attitude was not highly prevalent, it seemed to occur in the upper-limit I.Q. most frequently.

The solution seems a little pale when put into words, but was really rather exciting. The pupils were given some basic principles and asked to prove them as though they were the original investigators. The results were profound and much interest was exhibited on the giants of the past upon whose shoulders we stand today. The humbling effect was very healthy.

Much has been said about the undesirable characteristics of gifted groupings. There are people, professionals not excluded, who insist on propagating the myths of snobbery and maladjustment. Many studies support an exactly opposite view and show conclusive findings illustrating better social adjustment coupled with a cooperative rather than snobbish outlook. In studies done by Mann, it was shown that in a modified program the gifted and typical children tend to accept

or reject members of their own group on a sociometric basis.[3] It was also noted in research by Grace and Booth that peer acceptance of gifted children is important to social adjustment. Their investigation showed a favored position of the gifted in the making of friends.[4] Research done by Miller essentially substantiated these findings. He reports that with regard to status and socio-empathic abilities, the superior students were most wanted by their classmates.[5]

In my own experience with gifted children, I have found they appreciate the opportunity to be able to expound to a group which has the ability to reason with understanding. In a group discussion the conversation is most likely to follow a defined pattern. Ideas are quickly evaluated and interpreted, and redundant explanations are greated with impatient remarks. The challenge of "thinking-on-the-run" especially attracts the gifted. Although careful explanation will usually be the hallmark of a gifted child's presentation, there is likely to be visible impatience with non-understanders after the second explanation.

In the classroom, however, the "egg-head" pose may be quickly and sometimes alarmingly traded for an "average Joe Blow" attitude. The superior intellect of the gifted child makes him easily adaptable to changing situations and he has the advantage of being able to join into many groups.

Conclusion

Counseling toward independent projects is by no means a final solution for the pupil gifted in science. But to us at the Rogers School it does seem to be an effective, partial solution. Accomplishments of the pupils are impressive. Enthusiasm continues high. Despite the absence of marks or credits, drop-outs from the Program are rare and the waiting list of applicants is long. And from the administrative standpoint, the Program can be initiated without the customary wait for radical changes in the philosophy, aptitudes, and teaching methods of each individual teacher. Classroom teachers have long welcomed the help of speech correctionists, psychologists, and other specialists. They will welcome just as heartily a consultant to work directly with the gifted.

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ATTENTION

- **EDUCATORS OF THE GIFTED**
- **WORKSHOP DIRECTORS**
- **VISITING PROFESSORS**

Those qualified and able to teach courses on the gifted, the summer of 1962, are invited to forward a brief resumé of training and experience to:

N A G C Placement Chairman
409 Clinton Springs Ave.
Cincinnati 17, Ohio

THE PARENTS' PAGE

Marian Stromquist

Much has been said recently about "creativity" as the element so important to being gifted. Some say that the high I.Q. or academic potential is not enough. Experiments for the identification of creativity, the measurement, and the necessary elements for its development are under way in many laboratories and in many school rooms.

In a previous *Gifted Child Quarterly* Psychologist Goertzel suggests that "Creativity does not result from being reared in a warm, cohesive, supportive home." In a recent *Time Magazine* there was a cover story about the comedian Mort Sahl, certainly one of our better current comedians. Parents universally must have shuddered at the description of how Mr. Sahl lived during the years when he was around the University of California. Would it be any wonder that parents unanimously rejected "creativity" for their children if the necessary pre-requisites were years of such convention-flaunting? Parents surely must hope that the laboratory experiments to identify the elements of creativity will prove that these "greats" mentioned by Dr. Goertzel were exceptions rather than the rule.

The most heartbreaking experience for many teachers is the one of watching the student with high academic potential develop into an irresponsible under-achiever. For every one celebrated famous individual whose formal school marks showed low and mediocre achievement, there must be literally hundreds of under-achievers who have fallen by the wayside, their ability and their creativity lost to them and to the world. Could it be that those who later in life succeed without having been successful in school, do so in fields where the fundamental skills are not taught in schools? Such fields as military leadership, political endeavor and humorists?

Teachers know that in many of these sad cases of under-achievement, the element lacking in the student's make-up is the ability to take responsibility for doing the job at hand. Too often these children have no competition from other children, and need to be taught how to compete against their own record, and how to develop their desire to know and to learn for the sake of knowledge itself. This is primarily the job of the parents of the gifted child, although the place of the school in aiding the gifted child is certainly an important one. Parents can help in the home by aiding the child to understand both the joys and the responsibilities of his giftedness, by keeping tools, books, challenging experiences always available to him. Parents can and should expect that the gifted child carry his load of responsibilities in maintaining a happy, well-ordered home. Parents should and can be quick to recognize properly his successes in battering his own record and in obtaining new knowledge. Television with its various classrooms on-the-air provides gifted children of all ages a chance to get excellent instruction, new vocabulary and wider experiences. I think also, that parents who are trying to help their gifted children learn to take responsibility are wise to help them develop a skill based on drill. Competency

(Continued on page 130)

MRS. STROMQUIST is both a parent of gifted children and a teacher of the highly endowed. Readers are invited to write her: The Laboratory School, Kansas State College of Pittsburg, Kansas.

THE GIFTED CHILD AND PASTORAL COUNSELING

Reverend Walter H. Yoder

EDITORIAL NOTE: *Many researchers have indicated the need for supplying a model worthy of emulation for the gifted child. This article reinforces this suggestion, for the gifted child, like all others, identifies with the adults in his life, though their behavior is many times inadequate. The author indicates how ineffective, ineffectual, immature parents whose relationships with one another are on a puerile level also supply the model for their gifted son. Pastoral counseling brings about an increment in the functioning level of maturity of the adults. In turn, this positively influences the behavior of the gifted offspring.*

Though persons are whole beings, their capacities and problems can be, and are, seen from various perspectives. Teachers, sociologists, psychiatrists, social workers, or pastoral counselors may be determinative helping guidance persons. Any one of such helping individuals may be sought by the child or family.

Mr. and Mrs. William Daniels (fictitious) sought me largely "because of severe difficulties with (their) ten year old gifted boy."[1] He was most gifted in getting everyone angry! Unable to get along with classmates or teachers, his marks failing, and the family life constantly disrupted, Mrs. Daniels had decided Charles must be sent away to a special school. Mr. Daniels did not feel this desirable, either for his son's sake, or the family income, but didn't really know what to do.

Charles, the eldest of several children, was the focal point for expression of the family's threatening disintegration and disruption. Mr. and Mrs. Daniels were drawn together in their concern and responsibility for him, yet he also precipitated severe disagreements between them. The other children, alternately admired him, sought his favor, then despised and rejected him.

This situation reminds us the gifted child (1) participates in a family with its specific complex of forces and spirits and (2) is himself a specific individual person, shaped and motivated by a complex of relationships. His use and expression of the gift of high intelligence depends upon the kind and quality of relationships available, and how he responds to them.

Charles was a dependent. This was a major fact in his relationships. He depended on his family for food, shelter, support, and the boundaries within which he could move. He could affect relationships, too, but the predominant power rested with his parents. While it sometimes appeared he was the center of power and ran the family, this had not become really true. Therefore, the parents were accepted for counseling first.

POOR BEHAVIOR IS ALSO EMULATED

When parents are consciously or unconsciously battling each other, the child learns in those situations to use his gifts too, for battling. As the parents learned to use their gifts differently, the dependent son also learned to use his gifts differently. At this point the reader may recognize a distinct perspective of the pastoral counselor. Other helping professional workers or parents may have and use different ones. This perspective may be illustrated in the use of the word "gifted."

[1] The child was tested at the Northwestern University Psycho-educational Clinic.

REVEREND YODER is Counselor and Pastoral Director, The Religious Counseling Center Church, Grand Rapids, Michigan.

The "gifts" of a person do not automatically insure a better or more useful life. Nor are they only a private possession which can be had, developed, or used outside of human relations.[2] The "gifts" come from our Creator, in and through others. They may be used or misused according to the attitude, faith, or obedience of the person. Therefore, making any particular "gift" of preponderant importance or focus over the person and relationships in which it is given is destructive. Clarification of the relationships in which the gift is embedded and purifying the ground of relationships lets the gift grow.[2]

Mrs. Daniels had concentrated on this aspect of her child too much. She so focused on his being gifted, that she could not see the kind of world in which he lived. Unconsciously, of course, she did, in wanting to send him away to a school in another state. But she was still seeing his "gift" isolated from persons and thus continued to reject the child and the challenge of the need for a new life and new response to God's gifts.

Behavior of Mother Is Immature

Mrs. Daniels lived as though she were still a child, dominated by her energetic, active mother, unknowingly rejecting people, and the challenge of a deeper, warmer, closer relationship. On the other hand, her desire to do something positive, did lead her to seek help, and her previous religious associations led her to a pastoral counselor. She also had a sense of the challenge of God and his gifts to her life and her need to respond to the whole "person-gift" rather than just get it and him off to someone else.

She was so absorbed in her child and the constant trouble he provoked because she so much desired to live as a child herself, passively, unknowingly, clinging to the relationship with her own mother. In time rapport with the pastoral counselor had enough strength in it so that she developed some capacity to relate as an adult wife to her husband. As their mutual understanding improved and became more desirable, she had less need to be a child with her son and, therefore, lessened the feeding of his destructive use of his gifts.

Mr. Daniels, too, had to discover a whole new attitude toward his gifts. Pampered and showered with everything by doting old maid aunts, he had not learned the rigorous discipline of handling relations and gifts within individuals. He alternately pampered and showered his wife with anything she might want, then was enraged and hurt by her disappointing response.

In time Mr. and Mrs. Daniels drew together in seeing the gift of intelligence as one aspect of the much larger gift of persons. As they became more aware of the Giver with His gifts to persons, they were less inclined to treat any gift as an end in itself, but more as a challenge to discover how it could be a more positive part of Creation.

Charles, by then also accepted in counseling, began to experience this new way of relating in his parents. There was no longer the cleavage between them, tempting Charles to play off one against the other. He met the new attitude toward gifts more positively. Instead of concentrating on his gift of intelligence, without knowing what to do with it, he began to view his experiences in the larger context of persons and their relationships. He could, therefore, begin to experience

[2] Parabale of Talents, Matthew 25: 14-30; John 3:16.

ways in which his special gift was to be used creatively.

Charles began to carry through the concrete, detailed work of home and school. His promptness and school grades improved. He sought new and better friendships, and improved old ones where possible.

Our pastoral counseling with the gifted accepts at least one parent first, and accepts the dependent child only after the relation with the parent is deemed stable and secure enough to hold. It provides a new relationship in which the meaning of gifts may be explored and the larger context discovered. By letting the counselee experience the relation and discover how he wants to use it, the gifted child discovers how to use his gifts himself, rather than expecting others to assume the responsibility and blaming them if they don't.

Counseling Helps Child Use His Gifts Positively

Instead of the protective attitude of concentrating on the teacher's or parent's responsibility to challenge the gifted child and relieve him of the tedious work needed by others, our aim is that he learn to use his superior gifts to work out satisfying arrangements with the teacher and find the way he can live creatively. Realistically, the child himself needs to discover and develop the relationships that will encourage and challenge his superior intelligence.

The parents, or other responsible adults, need also to be securely rooted in living, creative relationships. They will then detect any effort to use superior intelligence as a way of exploiting destructive tendencies in others, shirking the tasks of growth, and refuse to reward such efforts. Rather they will respond to the constructive, responsible directions of this intelligence.

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PARENTS' PAGE

(Continued from page 127)

in playing a musical instrument or proficiency in a sport might be cases in point. This should help develop the concept of the necessity of work as a means of improvement.

"I'm not interested" has become the excuse in too many cases of gifted underachievers for their failure to do the most elementary work necessary to the understanding of any subject. Parents who expect their students to excel to the extent of their ability, who start training their children to accept responsibility from the very start, it seems to me, will be doing much toward giving their child a chance to develop his full potential capacity which surely includes the element of creativity.

Until the laboratories can tell us more about "creativity," parents will be well advised to work closely with the schools on (1) careful assessment of the child's real ability, (2) careful selection of opportunity and choices of offerings in the curriculum, and above all (3) the nurture of a strong sense of responsibility on the part of the student himself to reach his own goals.

THE GIFTED ONE

Here is a child like most, but something more.
His eager wonder dances like a flame
That licks the fuel of knowledge and would claim
The riches of our past, to hold in store;
While probing, dreaming, ready to explore,
The facile intellect takes up the game.
What logic will his ordered thinking frame;
What magic songs, that none have heard before?

A child, pliant, unique, he comes to me,
No different from the rest in childhood needs.
Now I must try out what my gift may be
To act the touchstone to his golden deeds.
Guiding, I still must set him soaring, free
To venture where creative fancy leads.

—MILDRED WACHTEL BALK

Copyright Mildred W. Balk, 1960.

For this poem we are grateful to Dr. Philip E. Kraus, Director the Gift Child Program, New York City. Miss Balk is a student in his course on the gifted at Hunter College.

LOCAL CHAPTERS

(Continued from page 120)

Annual Book Awards to Gifted Children of the Greater Cincinnati Area
The Gifted Elementary School Age Child

Howard Baysinger, Principal of Amity School, and Staff
June, 1961

The Wabash Valley Chapter of The NAGC (Terre Haute, Ind.) has named Dr. Marjorie McDaniel, President, Mrs. Kelsey McDaniel, Vice President, Mrs. Ethan Svendsen, Secretary-Treasurer. Advisory Board Members are: Dr. Rutherford B. Porter, Dewey Moore, Harold Greenwood, and Mrs. Art Mediate.

The group meets monthly on the second Monday evening of the month. The November meeting featured Dr. Rutherford Porter who spoke on the topic of the history of the study of gifted children in that part of the country, and the course offerings available at Indiana State University. For the December meeting a symposium was held on the nature of intelligence and the characteristics of genius. Dr. Lonzo Jones, Guidance Director for Indiana State University, and Dr. Charles Hardoway, Director of Research at the University, were the major speakers.

BRIEFING THE JOURNALS AND SIGNIFICANT RECENT PUBLICATIONS

John C. Gowan

ANDERSON, K. (Ed.). *Research on the Academically Talented Student.* Washington: National Education Association Project on the Academically Talented Student, 1961. $1.

A 92 page booklet of 4 chapters and extensive bibliography discusses (1) assumptions underlying research, (2) illustrative research on individual characteristics, (3) illustrative research on educational practice, (4) status and needs of research. Contains considerable useful material, including lists, agencies, projects and research citations on grouping, acceleration, etc.

BARBE, W. R. "Chattanooga's Program for Talented Youth." *Exceptional Children* 27 (March, 1961). 350-52.

Community project set up special work in various subject areas.

BEREITER, C. "Verbal and Ideational Fluency in Superior Tenth Grade Students." *J. Educational Psychology* 51 (December, 1960). 337-45.

Eighteen adapted Guilford tests were given 250 pupils with separate factor analyses by sex.

DEHAAN, R. F. *Guidelines for Parents of Capable Youth.* Chicago: Superior and Talented Student Project (Science Research Associates), 1961. 48 pp.

Pamphlet for parents with 5 chapters: (1) what are they like, (2) cooperating with school, (3) cues for parents, (4) preparing for the future, and (5) use of community resources. Useful, needed material.

GALLAGHER, J. J. *Analysis of Research on the Education of Gifted Children.* Springfield, Ill.: State of Illinois, Sup't of Public Instr., 1960. 150 p.

Booklet with five chapters discusses identification, characteristics, school adaptations and recommendations; much useful material.

GOWAN, J. C. *Annotated Bibliography on the Academically Talented Student.* Washington: NEA (Project on the Academically Talented Student), 1961. 150 p.

Booklet contains 750 cross-indexed entries.

HOLLAND, J. L. "The Prediction of College Grades from Personality Tests and Aptitude Variables," *J. Educational Psychology* 51 (October, 1960), 254+.

Using 1000 National Merit Finalists on the 16 Personality Factor Test compared with SAT found non-intellective factors important in success differentially at different colleges.

KROPP, R. P. "The Diagnosis of Underachievement Difficulty," *Bulletin, NASSP* 45 (May, 1961), 84-6.

Avers U. is a deficiency in mental processes as defined in Bloom's taxonomy of educational objectives. (New approach).

MCGUIRE, C. AND OTHERS. "Dimensions of Talented Behavior." *Educational and Psychological Measurement.* 21 (Spring, 1961), 3-38.

First report of Texas Talent Study details analysis of 1200 VII grades.

BOOK REVIEWS

John C. Gowan

COPLEY, F. O. *The American High School and the Talented Student.* Ann Arbor: University of Michigan Press, 1961. 92 p.

This is another "little" book, which does not pretend to be an integrated inquiry of the subject of giftedness, but instead develops specifically the programs of the Fund for the Advancement of Education which culminated in the Advanced Placement Program. The book is therefore seriously mistitled, an important matter when a part rather than the whole of a subject is being studied. The title makes it appear that the book has some relationship to Conant's *The American High School Today,* when actually it is the history of an academicians awakening to the advantages of the Advanced Placement Program in the education of able students.

The first chapter of the book, acceleration, enrichment and ability grouping is the weaker one, in which the author is content to rehearse some of his prejudices instead of doing a really careful job of research on the findings with regard to acceleration, enrichment, and ability grouping. The research on acceleration for example, runs particularly counter to some of his preconceptions (e.g. the age at which gifted youth can attend college with profit). It is unfortunate that some of the earlier Fund programs such as that at Chicago, and Andover were not dealt with more adequately.

The second and final chapter deals with the Advanced Placement Program, and here the writer is on more solid ground, since he has better knowledge of and experience with his subject. This chapter represents as good a history of Advanced Placement as can be found in print. Few professionals will disagree with the following example of cogent evaluation: "There are few schools, public or independent, large or small, urban or rural, that could not institute Advanced Placement in one form or another and in at least one subject; for the student the Program offers both immediate, practical rewards, and long-range educational advantages. In continuous operation since the fall of 1953, the Program has passed its probationary stage and deserves to be regarded as an established institution."

This book will be useful to school officials since it discusses methods and procedures of setting up advanced placement. It could have been a lot better with more care and attention to research in the first chapter. The book is also not enhanced by a somewhat critical attitude toward Dr. Conant. This is ingratitude indeed in a volume whose title simulates his own efforts, and which falls far short of them in scope, influence and quality.

BRIEFING THE JOURNALS

(Continued)

LEWIS, GERTRUDE, *Educating the More Able Children in Grades 4-6.* Washington: U. S. Office of Education, 1961, 84 p. 35¢.

This booklet of six chapters is useful for elementary school.

DR. GOWAN is Professor of Education, State College, Northridge, California.

A STUDY OF ATTITUDES TOWARD THE GIFTED CHILD AS A CAUSAL FACTOR IN HIS SOCIO-PERSONAL ADJUSTMENT

Manfred Adler

A GREAT deal has been written recently on the superior adjustment of the gifted. The problem that will interest us here will be those youngsters who are gifted, yet show symtoms of maladjustment. An attempt will be made to find a relationship between socio-personal maladjustment and highly superior intellectual functioning. If in truth such a relationship can be established then it will behoove us to try to uncover the underlying causes.

At this point a clarification of terms it is necessary, in order to avoid confusion of semantics. Many authors, often for the sake of convenience, have used a psychometric definition of giftedness, that is an I.Q. score of 130.[1] Yet, other writers use a much broader definition including such factors as "high intelligence, talent in the creative fields of art, music, or writing, special abilities in a wide variety of socially useful areas including mechanics, science, dramatics, athletics, human relations, social organization, creative talent, or the ability to make new and novel solutions to problems."[2] The definition of giftedness that will be followed in this paper will be a combination of innate capacity and environmental stimulation or opportunity.[3]

Now comes that rather difficult problem of defining what is meant by socio-personal maladjustment. The following will by no means be all-conclusive, but, rather will give us a base for departure from which we can move together. Maladjustment, loosely defined, can be said to include any neurosis, psychosis, or other serious behavior deviations from the standards of society as a whole. Any serious problem which hinders the child in realizing his capabilities will herein be construed as a maladjustment.

Historical Survey of Attitudes

Many of our attitudes toward the gifted as viewed historically, have been of a negative nature. The mentally superior individual, or genius, has been looked upon with both suspicion and envy. Many writers have even furthered the notion that persons so endowed were also predisposed toward insanity.[4] Throughout history we find that gifted individuals went either unrecognized or unappreciated. Many civilizations, even at the pinnacle of their flowering, utilized but a minute percentage of their available intellectual resources.[5] One cannot help but wonder how many potentially creative individuals have been by-passed and just how advanced our knowledge might be today had these persons been properly identified

[1] Lewis Terman and Melita Oden, *The Gifted Child Grows Up* (Stanford, California: Stanford University Press, 1947), p. 6.

[2] Robert J. Havighurst, "A Community Youth Developmental Program." *The University of Chicago Round Table,* No. 735 (April 27, 1952), p. 14.

[3] Allan F. Murphy, "Psychological Problems Related to the Teaching of Gifted Children," *Education,* LXXVL (October, 1955), p. 97.

[4] Wilhelm Lange-Eichbaum, *The Problem of Genius.* Translated by Eden and Cedar Paul (New York: The Macmillan Co., 1932), pp. 5-7.

[5] Robert J. Havighurst, "Conditions Favorable and Detrimental to the Development of Talent," *School Review,* LXV (March, 1957), p. 20.

MANFRED ADLER is a graduate student of Dr. Walter Barbe, Kent State University, Kent, Ohio.

and subsequently educated. As one writer has stated it, though with a different purpose, ". . . we find that at many periods and among many races and nations the concept of genius was unknown."[6]

Let us, at this point, survey the attitudes toward the intellectually superior here in the United States. As in other countries our record has not been a clean one. From our earliest Puritan origins our attitudes have been of a negative nature.[7] We have a long history of regarding superior endowment with suspicion, for exceptionality has long been correlated with psychological abnormality.[8] Our heritage has long been one of functionalism, or as it has been more recently termed—pragmatism. The popular stereotype of the gifted is not always a kind one. We are all cognizant of such terms as "egghead," "ivory tower thinker," "dreamer," and many others. Only relatively recently have we seen a real interest in the gifted, and these came about from external circumstances (specifically the Communist threat).[9] Prior to these influences ". . . writers often referred to these rapid learners as eccentric, immature, emotional, and unstable. They were looked upon with suspicion and made fun of in the classroom and out."[10] What effects do such attitudes have upon the recipient? In this, in all probability, lies the key to the understanding of gifted children afflicted with emotional problems. The causes probably lie deeply ingrained in our societal value structure, or as one researcher has termed it our "desire to be as much like the 'average' as possible,"[11] or our great tropism toward the vast mean. Let us depart here, for a moment, and take a closer look at the causal factors of our attitudes as well as the effects these have upon their goal—the gifted child.

Before we can understand the individual we must first understand his environment. The gifted child operates in a setting where he finds himself to be the exception rather than the rule. Let us break this down into three main subheadings: Society, Family, and the School.

Society

All individuals, as well as the gifted, exist in some form of a social structure and must consequently, in some manner, conform to its standards. For the mentally superior child this in itself may become a difficulty for, his perceptions of this society may be radically different than what is usually expected.[12] The gifted are often not satisfied with the existing order of things and consequently fail to adjust to these, or as one writer has stated it " . . . adjustment in the usual sense is not a mark of the superior, for much of his activity is the result of what might be termed constructive revolt: it is non-adjustment for higher goals."[13] One can thus readily see that this insight, in itself, may create conflicts between the individual and his social group. Society brings great pressures on those who transgress its boundaries. A gifted child may dream, but only in the proper focus.[14]

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[6] Lange-Eichbaum, *op cit.*, p. 5.
[7] Havighurst, *loc. cit.*, p. 21.
[8] Havighurst, *loc. cit.*
[9] Bruno Bettelheim, "Segregation: New Style," *School Review*, LXVI (September, 1958) pp. 251-72.
[10] Thomas C. Campanella, "The Rapid-Learner: A Psychological and Philosophical," *Education*, Vol. LXXVI (Octboer, 1955), p. 129.
[11] Walter B. Barbe, "Differentiated Guidance for the Gifted," *Education*, LXXIV (January, 1954), p. 306.
[12] Albertine A. Richards-Nash, "The Psychology of Superior Children," *Pedagogical Seminary and Journal of Genetic Psychology*, XXXI (September, 1924), p. 21.
[13] Richards-Nash, *loc. cit.*
[14] Willard Abraham, "Gifted Children: Unfinished Business." *Exceptional Children*, XXV (March, 1959), pp. 317-318.

This is not to further the notion that intelligence is not rewarded by our society but rather that ". . . the discrepancy between the individual motives necessary for exceptional behavior and the social values that might support such behavior appears to be steadily increasing."[15] Thus we can see that the gifted child faces many problems that his peers may never become aware of. As Carroll has so adequately stated it:

> "The bright child will, from infancy on, find this feeling (envy) in the attitudes of others toward him. To vitiate its effectiveness, he must possess and make use of more charm and patience and understanding than will ever be required of his less gifted fellows. Again and again envy will cause individuals to point out and to emphasize his faults. Envy will color not only the attitude of casual acquaintances but also that of teachers, his playmates, his brothers and sisters, and even his own parents. Envy has helped create, and will help to perpetuate, a false picture of him."[16]

What effect will these attitudes have on an already sensitive child?[17] Many gifted adjust easily for the simple reason that they are gifted, but what of the minority who do not? The question here is "what came first—the sick child or the sick society." How meaningful were the accusations of insanity, for who in truth was insane.

At this point let us examine the forms that these maladjustments often take. Withdrawal may become one defense mechanism. Another may be playing the role "hail-good-fellow," and still another may be to internalize that which is expected of him.[18] Let's examine each of these in more detail. Internalization of opposite, or expected, roles is one form of gaining acceptance, for then the child comes closer to the norm. What one must ask here is if it is desirable to lose a potentially creative mind to often mundane demands of a colorless norm? The answer must typically be "no" for we cannot afford to lose even one potential Einstein because of our insistance on the proverbial lock-step. Another outlet the superior child has is that of playing the group jester with all the above consequences. And still another is complete withdrawal, which is all too prevalent. This last is, in all probability, the most damaging to the child per se, for it creates a situation where the child may become truly handicapped.[19] The manifestations of the above are very apparent when we examine the academic attainment of these individuals. One researcher[20] found that twenty percent of those individuals scoring 150 or above on the AGCT left college before graduating. Another worker found adjustment problems in a gifted Harvard group.[21]

There are few segments of society where these discriminations are not found. Thus, the school, as well as other institutions, in many cases, furthers these negative attitudes, consequently, destroying those individuals who might gain the most from its program.[22]

Our society was founded on the notion of rugged individualism, but, it is doubt-

15 J. W. Getzels, "Social Values and Individual Motives: The Dilemma of the Gifted," *School Review,* LXV (March, 1957), pp. 60-63.

16 Herbert A. Carroll, *Genius in the Making.* New York: McGraw Hill Book Co., 1940, pp. 58-59.

17 Barbe, *loc. cit.* p. 308.

18 Barbe, *loc. cit.*, p. 309.

19 Harold H. Punke, "The Education of Gifted Children," *School and Society,* LXXXV (November 9, 1957), pp. 329-331.

20 Ernest T. Newland, "The Gifted," *Review of Educational Research,* XXIII (December, 1953), pp. 417-428.

21 Newland, *loc. cit.*

22 Malcolm S. MacLean, "Are We Discriminating against Intelligence?" *Educational Leadership,* XII (November, 1954), pp. 85-89.

ful if we come close to this ethic, for woe be it to the poor soul who strays too far from the tried and true.[23] Society has powerful weapons that it can bring to bear upon the non-conformist, or in some cases the gifted.

Recently, with the advent of vast technological change, we have become acutely aware of the need for brainpower. Consequently, there has arisen a clamor for a greater utilization of our latent intellectual resources. This great outcry can easily be seen in the relatively recent interest in discovering those individuals with high mental capacity and helping them to a greater use of their aptitudes. We have seen a flurry of interest in educational programs for these youngsters, as well as a vertical expansion of opportunities, on a higher level of learning. The problem here is, how real are these interests? Are they just a passing fad, brought about because of recent events on the world scene, or are they truly motivated by a desire to see each child develop to the highest degree possible? This question must be answered before any really meaningful programs can be established.

The School

This is another powerful force which exerts pressure on the gifted, for here the gifted must learn the mores and values of the culture of the society in which he exists. The school would logically be thought of as a gifted child's greatest benefactor. Let us examine this to see if it is true.

Many persons have the notion that "if we set up a separate program for the gifted, then we will have done our duty." The fallacy in such thinking lies in the assumption that segregation, by and of itself, is the solution. Shouldn't we first ask what is already being done in the program as it is set up and what are the attitudes of the school personnel? A program is only as good as its underlying philosophy.

In the first place one must ask the question, "how much do teachers know about their pupils?" As one researcher has shown, "High-school teachers know less than a fourth of the facts about their pupils which educators, guidance specialists, and psychologists consider of importance in the educational treatment of individual children."[24] The teacher, in many cases, does not understand the dynamics of the child's personality problem, nor often of a child's high intellectual ability. This can easily be demonstrated by the wide differences between the opinions teachers hold regarding certain behavior problems, and those held by psychologists.[25] One can easily then see what a teacher's attitudes toward a highly superior child might be. The gifted child, as well as any youngster, "needs the guidance and understanding of a teacher if his superior ability is to be challenged and its potentialities fulfilled.[26]

Teachers Reject the Gifted

But all too often the reverse is true, for the teacher, either consciously or unconsciously, rejects the gifted child for a number of reasons. Often the teacher feels threatened by a youngster in the class whom she feels knows more than

[23] MacLean, *ibid.*

[24] H. L. Baker, "High School Teachers' Knowledge of Their Pupils," *School Review,* XXXIV (1938), p. 187.

[25] P. L. Boynton and B. J. McGraw, The Characteristics of Problem Children," *Journal of Juvenile Research,* XXVIII, (1934), 215-222.

[26] Walter B. Barbe, "Are Gifted Children Being Adequately Provided For?", *Educational Administration and Supervision,* XL (1954), 405-413.

she does.[27] How many teachers have the ego strength to withstand correction by a student?[28] To many teachers any questioning by a child is classified immediately as rank insubordination. How damaging is this to the natural curiosity of such a child? This may often drive such a child into a shell which may become extremely difficult to break.

Many educators follow the dictum that any "intellectual precocity is somehow not quite healthy, and is almost always a hazard to good social adjustment. . ."[29] Often administrators are wary of hiring teachers who themselves were superior students, but rather prefer candidates from "the second quartile of a group of candidates for teaching positions . . . because they are less likely to 'overshoot or teach' above the heads of average pupils."[30] Would it not seem logical that a teacher of the gifted should be quite bright herself?

Many educators are of the notion that special education does not hold merit. However, placing the gifted child in a heterogeneous group may have serious implications in the youngster's personality development. One example of a problem arising from the above situation is the development of a "sense of superiority even when achieving far below their potential levels."[31] Another writer has termed this "concealed failure."[32] The child is soon aware of the amount of effort required to pass a given requirement and rarely does little more than meet these standards. Does this not then develop in the child attitudes of superiority, since he soon realizes that he must put forth far less effort than his normal brothers. Another outgrowth of this stunting of the student's progress is to create in him feelings of boredom because he is not being adequately stimulated. We may then be presented with an under-achiever, and, often, not understand the causal relationships present. The next step is to classify the child as "lazy."

Now let us examine the alternatives to heterogeneous grouping and the problems which may arise because of the negative attitudes already described. Many educators, as was already pointed out, do not have a clear conception of what the gifted child needs. Often quantity becomes the sole criterion in determining the educational needs of the gifted. This in itself may again create boredom and feelings of disgust in the child. The enlightened administrator or teacher soon realizes the folly of such an approach and replaces it with a course of study which will stimulate and motivate the child. Often this realization does not come about "until some 'maladjustment' or 'behavior problem' appears. Then, but usually not before, personality growth becomes a matter of concern."[33]

Another problem which is becoming more evident in the research, is that of social isolation of the gifted child. The over-zealous educator or teacher often completely overlooks the youngster's social growth. This often comes about from the mistaken notion that the child should be engaged in more or less "individual and isolated work."[34] In the gifted child,

[27] Campanella, *loc. cit.*
[28] Abraham, *loc. cit.*
[29] Sidney L. Pressey, "Concerning the Nature and Nurture of Genius," *Scientific Monthly*, LXXXI (September, 1955), p. 125.
[30] Murphy, *loc. cit.*, p. 101.
[31] Isabelle Marentz, "Understanding Unusual Children," *The Grade Teacher*, LXIX (October, 1951), p. 17.
[32] Harriet O'Shea, "Needed Research on Gifted Children," *American Psychologist*, IX (February, 1954), 77-78.
[33] R. H. Ojemann and F. R. Wilkonson, "The Effect on Pupil Growth of an Increase in Teachers' Understanding of Pupil Behavior," *Journal of Experimental Education*, VIII (1939), pp. 143-147.
[34] George Kaluger and Ruthe Martin, "The

as well as in all youngsters, it is extremely important that he interacts with his peers. Yet, if he is continually forced to do work that is of a solitary nature the possibilities of such interaction become extremely limited. It creates within the child tremendous conflicts and problems. Loneliness may become a real problem for these youngsters[35] since this feeling is not a pleasant one for anyone. The next step may well be withdrawal; consequently, the development of a much larger problem.

Still another facet of isolating the gifted child may be rejection by his peers.[36] The gifted child's normal fellows do not always understand why the gifted youngster does not mingle with them and, consequently, interpret his actions as being "snobbish" or anti-social. This in turn may well cause complete social rejection.[37] What recourse does the gifted child then have but to recede ever more into a social shell. Many of his activties then are those that do not require other individuals. His only contacts are those with others caught in the same dilemma, if any at all.[38] Again, at this point, let me reiterate that the above are not necessarily the majority of gifted individuals, but, none the less an important segment. The school activities in which he participates are often purely academic rather than of a purely social nature. Again we must ask if this is a healthy plan of approach if we are concerned with the development of the whole child. The answer here must obviously be "no," because there are more factors in good personality development than pure intellectual knowledge. The school must become aware of the social needs of these youngsters, as well as the academic, if it is to do an adequate job in helping them realize their highest potentialities.

In summary, it can be said that the attitudes of teachers and administrators have a great deal to do with the success or failure of any program for the gifted. If educators hold negative attitudes, they, then may well destroy one of their greatest assets—the gifted child. The gifted child needs proper guidance and stimulation to realize his intellectual potential. Socially, the gifted child has the same needs as other youngsters. We must be careful not to isolate him or artificially thwart his socialization processes.

The Family

Now we come to the agency which is perhaps the most influential in determining the adjustment, or maladjustment, of the child. It has been pointed out over and over again in the research that most aspects of personality can be directly traced back to the family. Some writers have even claimed that the relationship between the parents and the child in the first few years of life is the most crucial in predicting later adjustment. If this is true, then many behavioral problems found in gifted children can be traced back to the parents' attitudes. We must ask ourselves the question, "do the parents accept or reject the child," "do they understand the youngster," and "what are their goals for the child?" Far too little at the present has been done in this area. As one researcher has pointed out "the attitudes of parents toward gifted children constitute one of the most important factors in their education.[39] If the parents do not

Loneliness of the Gifted Child," The Elementary School Journal, LXI (December, 1960), p. 127.

[35] Kaluger and Martin, *loc. cit.*

[36] Kaluger and Martin, *loc. cit.*, p. 128.

[37] Kaluger and Martin, *loc. cit.*

[38] Pressy, *loc. cit.*, p. 126.

[39] Marguerite C. Peachman, "Attitudes: Their Significance in Education," *Journal of Educational Psychology,* XXXIII (March, 1942), pp. 183-198.

understand or accept their child's gift then in their eyes this exceptionality may well be construed as a handicap. In many cases the parent's negative attitudes toward education may well destroy, or at least frustrate, the child's natural abilities.[40] One worker has found that the closer and more positive the relationship between the parent and the child the greater will be the utilization of his abilities.[41] Thus, one may also ask what the effects of noninteraction may be.

The causes for negative parental attitudes are in all probability many. The first that comes to mind is the negativism of societies. The parents, as members of the society, may well project these upon the child. Still another factor, often beyond the parents' control, may be grinding poverty. It is a much observed phenomenon that many of the already classified gifted children have upper and middle class origins. It is not difficult to see that a child from an under-privileged home may lack the socio-economic and cultural advantages that his more fortunate brothers take for granted.[42] This in itself may be a great block in the child's path. Here we must ask ourselves how many youngsters are lost through our system of semi-selective education. One cannot but wonder how many youngsters are deprived of full development because of their environment. The problem of under-achievement is, in all probability, quite great in youngsters from underprivileged backgrounds. To the bright child the effects of lack of opportunity may be quite frustrating.

Still another factor which may influence the adjustment of the gifted child may be differences in ability between the child and his parents. Parents of normal intelligence may not understand the child, or, in fact, may resent his superiority. This may lead to a great gulf between them as the child grows older. These effects may be quite damaging to the child, since he may feel rejected or guilty because of this parent-child relationship The opposite of the above may also play havoc with the child's emotional stability. Parents who realize their child's capabilities may set unattainable goals for the youngster. The child may become resentful of this and consequently show emotional disorders. Should the parents "spoil" the child? There is the mistaken notion that this is desirable, but in fact the manifestations of maladjustment are likely to result.

One of the simplest examples of parental frustration of intellectual curiosity can often be seen quite early in life. Infants and young children go through an exploratory stage early in life. In the precocious child this stage is, in all probability, more intensive and of longer duration than that of the normal or subnormal child's. How often, though, do parents stop this by punishing the child for touching or exploring various objects?

In summary, there are three great forces which act upon the gifted child—the school, the home, and society. In conclusion it would be appropriate to summarize in the words of one writer.[43]

> The child is the product of the interplay of countless factors in his personal environment. The very existence of a behavior problem is designated by personal or social attitudes. In the active social sense there can be no problems in behavior unless some one reacts to them as such. More-

[40] Peachman, *loc. cit.*

[41] Thomas R. Ford, "Social Factors Affecting Academic Performance: Further Evidence," *School Review* LXV (December, 1957) p. 419.

[42] Bettelheim, *loc. cit.*, p. 260.

[43] C. Uger, "The Relationship of Teachers' Attitudes to Children's Behavior Problems," *School and Society*, XLVII (1938), p. 246.

over, any form of conduct in a child may become a problem if it is regarded and treated as undesirable behavior by the social group in which he lives.

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Plan to Attend the Ninth Annual

NAGC Convention

April 25-28, 1962

Hotel Sherman . . . Chicago, Ill.

BOOKS AND MATERIALS RECEIVED

AUSTIN, MARY C. The Torch Lighters. Cambridge, Massachusetts: Harvard University Press, 1961. 191 p.

BLOOM, BENJAMIN S. and PETERS, FRANK R. *Academic Prediction Scales.* New York: The Free Press of Glencoe, 1961. 145 p.

BLUEMLE, ANDREW. *Saturday Science.* New York: E. P. Dutton and Company, 1960. 333 p.

CAPLAN, GERALD. *Prevention of Mental Disorders in Children.* New York: Basic Books, Inc., 1961. 425 p.

COLEMAN, JAMES S. *The Adolescent Society.* New York: The Free Press, 1961. 358 p.

FEIN, LEAH GOLD. *The Three-Dimensional Personality Test.* New York: International Universities Press, Inc., 1960. 324 p.

IMMACULATE HEART COLLEGE. *The Gloria Issue.* Los Angeles, Calif.: Immaculate Heart College, Dept. of Fine Arts, 1959, 1960, 1961. 440 p.

KARL, S. DONALD. *The College Handbook.* New York: College Entrance Examination Board, 1961-3. 745 p.

KLEIN, MELANIE. *Narrative of a Child Analysis.* New York: Basic Books, Inc., 1961. 496 p.

MEYERS, R. E. and E. PAUL TORRENCE. *Invitation to Thinking and Doing.* Minneapolis 14, Minnesota: Perceptive Publishing Co., 1961. 54 p.

A valuable teacher's manual and student's workbook is also available. $2.00 for both manual, and workbook. Of particular interest to teachers and parents who seek to improve the creative writing ability of fourth, fifth, and sixth grade children.

SARGENT, PORTER. *The Gifted: Educational Resources.* Boston, Mass.: Porter Sargent Co., 1961. 288 p. $4.00.

An extensive listing of educational programs for the gifted in 800 public and private schools. A valuable aid to both parents and teachers.

SCHUTTE, WILLIAM M. and STEINBERG, ERWIN R. *Communication in Business and Industry.* New York: Holt, Rinehart and Winton, Inc., 1960. 393 p.

SCIENCE MATERIALS. *Laboratories in the Classroom.* New York: Science Materials Center, 1960. 96 p.

STANLEY, WENDELL M. and VALENS, EVANS G. *Viruses and the Nature of Life.* New York: E. P. Dutton and Co., 1961. 224 p.

STEIN, MORRIS I. and HEINZE, SHIRLEY J. *Creativity and the Individual.* Chicago, Ill.: The Free Press of Glencoe, 1960. 428 p.

Teaching Machines and Programmed Learning. Department of Audio-Visual Instruction, Washington, D.C.: National Education Association, 1961. 736 p. $7.50.

This comprehensive volume, the first of its kind will be extremely helpful to all who are interested in the background research on programmed learning, as well as those eager to learn about what is new in this important field.

MATTHEWS LIBRARY
A.S.U. TEMPE, ARIZ.

NOTES AND NEWS

IN CALIFORNIA

The Galton Institute has been established for the purpose of conducting research into the nature and development of creativity in children. It is a non-profit, tax-exempt organization, legally incorporated under California law as of September 18, 1961.

Inquiries are invited from persons interested in becoming members of the Institute and from qualified researches interested in the scientific exploration of cognition and creativity in children.

For further information, please communicate with Frieda B. Libaw, Ph.D., Executive Director, The Galton Institute, 10400 Wilshire Blvd., Los Angeles 24, California.

IN MASSACHUSETTS

In addition to the programs for gifted women which exist for Associate Scholars and Affiliate Scholars a third program for Resident Fellows is scheduled to begin in September, 1962. A small number of scholars, creative artists, or professional women will be invited as resident fellows for a year or more, pursuing full time work in research, writing, or other creative projects. Stipends will be commensurate with professional position of applicant, with a maximum of ten thousand dollars annually. Applicants should apply before January 15, 1962. Please address the Director, The Radcliffe Institute for Independent Study, 10 Garden St., Cambridge 38, Massachusetts.

William G. Vassar, NAGC State Chairman, reports that about sixty persons attended the first meeting of the Western Massachusetts chapter. A second meeting is scheduled for January.

IN NEW YORK

The Eighth Annual Creative Problem Solving Institute will be held June 25-27, 1962. Interested persons are invited to contact Dr. Sidney J. Parness, Director, of Creative Education, University of Buffalo, Buffalo, N. Y.

IN TENNESSEE

The Junior League and the Nemours Foundation are sponsoring the fifth annual conference on the Academically Talented. These meetings are open to all interested persons, and are scheduled for March 22-24, 1962, in Memphis.

IN TEXAS

For the third consecutive year the Kappa Gamma Organization is sponsoring a conference on the Academically Talented. Interested persons are invited to contact Dr. Helen Thompson, the University of Houston, before June, when the meetings are to be held.

IN WASHINGTON, D. C.

The National Association for Gifted Children is listed in a new government publication. The U.S. Office of Health, Education and Welfare announces *Placement Services for Personnel in Higher Educations* available to interested individuals. Please write to Dr. Robert Poppendieck, Specialist for Teacher Education, Publications Inquiry Unit, U.S. Office of Education, F.O.B., #6, Room 12060, Washington, D.C.

IN JAPAN

Miss Yachiyo Kato, Secretary of the Society of Science and Man of Tokyo, used E. Paul Torrence's article in the summer issue of THE Q, as a basis for discussion. This group has also organized a Creativity Study Group.

LETTERS TO THE EDITOR

MOTHER OF A GIFTED CHILD

I am writing to ask for your help in the matter of educating our gifted son. If you cannot answer the questions below, can you refer me to the sources that can?

The child under consideration is 6½ years old, with an I.Q. of 170 (tested by the N.Y.U. Consultation Center for Gifted Children), reads at the 10th grade level, with comprehension at the 5th grade (tested by the school psychologist), and does arithmetic at the 3rd grade level. He is healthy and normal in all other respects.

1—Is it better for a child such as this, to attend a homogeneous (all gifted) or heterogeneous school? (He is, at present, in a normal 1st grade class, getting all perfect grades and happy).

2—Is there enough stimulation and challenge for such a child in a heterogeneous class?

3—What specific enrichment could a child of his ability be getting?

4—How can we judge a school's ability to properly educate him?

5—Assuming that he should be in a homogeneous educational set-up, what schools, other than the Hunter Elem. School would you suggest?

6—Specifically, can you evaluate the following schools:

a. Woodmere Academy, Woodmere, L. I.
b. Adelphi College—Waldorf School, Garden City, N. Y.
c. Baxter School for Gifted Children, Brookville, L. I.

7—Are there any arrangements by which parents of children such as these, can meet and/or correspond to discuss their mutual problems.

Thank you very much for any help you can give.

MRS. E. B.
Valley Stream, N. Y.

We shall publish your letter (sans revealing your identity) in THE GIFTED CHILD QUARTERLY *and invite our readers to submit their comments to your queries, in addition to our response which follows.*

1. *By far, most of the issues in the education of the gifted yet await the research that will supply unequivocal findings, the issues on homogeneous versus heterogeneous grouping included. If as you say the child in the present normal, first grade, is getting good grades and is happy, my personal bias, would be to let him remain. The teacher must be a sensitive one.*
2. *For children of this level of endowment it almost always takes the special attention of the teacher, or consultant of the gifted, or the freedom that can be given the child to pursue self-initiated activities, if he is to feel challenged and stimulated.*
3. *Specific enrichment for any child should be devised in terms of the individual child's interests and abilities.*
4. *Judging a school's ability to educate the gifted child is indeed a sensitive problem. This is one of the reasons that many researchers recommend that parents of the gifted need to be as well acquainted with the literature in this field, as are the professional workers. Your decision should be based on knowledge of possible types of programs available, and the community in which the school is situated, its facilities and*

incidence of giftedness in the population.

5. *For suggestions on schools for the gifted, please see:* THE GIFTED: EDUCATIONAL RESOURCES, *Porter Sargent Publisher, 1961. We have also written to the schools requesting information, and have asked some NAGC members for their evaluations.*
6. *The above publication may contain further information on the specific schools you are interested in.*
7. *Parents of gifted children do indeed find it helpful and interesting to know one another, and correspond with one another. With your permission, we shall publish your name in the next issue of* THE Q. *Perchance, would you also consider starting a local chapter in your community. We should be happy to forward suggestions to help you.*

LIBRARIAN AND THE GIFTED

Please send me any materials you have for distribution on: What the library can do to fulfill its obligations to the gifted. Any help or suggestions you may offer will be very much appreciated.

Sincerely,
F. F. B., Librarian
Bassett, Virginia

The most simple response would be to simply state that the librarian who makes books easily accessible to the child in the fields in which he expresses interest, is fulfilling her obligations to the gifted. But this the good librarian has traditionally done, and there is essentially nothing new in the recommendation. However, the librarian can become sensitive to a child's unusual interests, and can do much to further this. In making materials available, to satisfy this need, she can whet the child's appetite for more material, and be instrumental in identifying the child as one who is gifted. Always in the librarian's mind, must be the fact that the child's reading ability very likely exceeds his age and grade placement, enabling him to read materials that would not be suited to the typical child of average endowment. The librarian has two other roles to fulfill as well. She can assist the teachers of the gifted in supplying suitable materials, and the parents of the child who themselves may or may not be perceptive adults.

Just as this Q is going to press a communication from a parent indicates the help her son received from the Public Library. She states: "At first the Librarian did not want to let him have the books he desired because she said they were too far above his grade level. Now she sometimes holds books that she thinks might interest the boy."

PLAN TO ATTEND THE

NINTH ANNUAL NAGC CONVENTION

April 25-28, 1962 Hotel Sherman, Chicago, Illinois

EDITORIAL

MUST HISTORY REPEAT ITSELF?

Parents and grandparents in maturity, sometime have the wisdom to see in hindsight, that which in their youth was not realized. They desire to provide an environment for the child which will avoid some of the heartaches, regrets, disappointments, and disillusionments of their lives, preventing this from becoming the plight of the innocent offspring. Is there anything that an outside organization, agency, or individual can do or say that will provide the sought after opiate, narcotization, magic, or what have you that will insure the happy ending to the life story of the guiltless product of adult folly, in this case, the young child?

This seems to be a perennial problem. Many times do pleas such as the above reach this desk. There is one before us now . . . "I have an adorable little four year old grandson (though he is not really my grandson, for I am his step-grandmother) who is gifted. The psychologist said his I.Q. is 147. His father is divorced from his mother, who has already married four times, despite the fact that she is yet in her early thirties. The child's real grandmother treats the boy as she did his father, bribing him to acceed to her wishes. The boy's mother has custody, and will not give him up, though he is not her major concern. She does some kind of computer analysis work in the day, and "new husband hunting" at night."

One cannot help but remark that more care should be taken in the selection of those who will be providing contributing genes to one's grandchildren. That after the initial commitment is made, little can be done to make subsequent alterations. If sons and daughters behave in similar patterns to those we have set, and if the parent-child relationship has been one of affection and understanding, what greater tribute to the life of the senior member of the family, than the child should endeavor to do as he has seen done?

Other than supplying models worthy of emulation, outside the family constellation, books, materials, and experiences that will nourish and nurture the child's talents, is there anything more, eager, interested, by-standers can do?

As far as the future personal life of the child is concerned, is the dye cast?

Must history repeat itself?

A. F. I.

NOMINATIONS FOR OFFICE IN THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN

Members are requested to forward their suggestions for President and Board Members to:

Dr. Walter B. Barbe, Chairman Nominations Committee
Head, Department, Special Education
Kent State University
Kent, Ohio

No later than February 10, 1962

THE GIFTED CHILD QUARTERLY

VOLUME V

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THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN
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